e-K Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grades 7-8	Grades 9-12
Benchmark 4. 2	Benchmark 4.2	Benchmarks 4.6,7	Benchmark 4.7	Benchmark 4.7	Benchmark 8.2	Benchmark 8.2	Benchmark 8.2	Benchmark 12.1
1. Order events in	1. Order events in	1. Retell stories about	1.Recognize that	1.Identify some	1.Identify some	1.Identify	Describe how history	Select and analyze
time. (EU 5)	time. (EU 5)	groups of people. (EU 6)		cultures, traditions,	cultures, traditions,	cultures and traditions	can be organized and	documents, primary
			and languages of	and languages of	and languages of	of various civiliz-	analyzed using various	and secondary sources
		Benchmark 4.6	Montana tribes form	Montana tribes that form	n Montana tribes that form	ations, comparing	criteria to group people	(e.g., treaties, oral
		2. Compare varying	the base upon which	the base upon which	the base upon which	that with Montana	and events (e.g., chron-	histories, court decisions
		and differing accounts	tribal decisions are	tribal decisions are	tribal decisions are	tribes. (EU 3)	ology, geography,	current events, tribal
		of events. (EU 6)	made. (EU 1)	made. (EU 3)	made. (EU 3)		cause and effect, change,	publications) that have
							conflict, issues, timelines,	influenced the legal,
							nomadic trails, migrations,	political, and constitut-
							reservation histories).	ional heritage of Montana
							(EU 2, 3, 4, 5, 6, 7)	Indians. (EU 4-7)
Benchmark 4.7	Benchmark 4.7	Benchmark 4.7	Benchmark 4.6	Benchmark 4.7	Benchmark 8.2	Benchmark 8.2	Benchmark 8.1	Benchmark 12.2
2. Identify the many		1	2.Know that there	2.Know that each	2. Compare two or	2. Compare tribal	2. Interpret the past	2. Interpret how selected
cultures to which he/	cultures to which he/	cultures to which he/	are diverse	Montana tribe has its	more Montana tribes'	origin stories. (EU 3)	using sources (e.g.,	cultures, historical
		she is exposed, through		own oral	unique oral	origin stories. (EU 3)	biographies, documents,	events, periods, and
materials/activities	materials/activities	materials/activities	Montana Indian tribes		histories.		diaries, eye witnesses,	patterns of change in-
experienced in learn-	experienced in learn-	experienced in learn-	(EU 2)	Tilstory. (LO 3)	(EU 3)		interviews, primary	fluence each other (e.g.,
ing processes.(EU 5).		ing processes. (EU 1-7)			(LO 3)		source materials).	historical aspect of
ing processes.(LO 3).	ing processes. (LO 1-7)	ing processes. (LO 1-7)					(EU 2-6)	treaties with Indians).
							(LO 2-0)	(EU 5)
								(LU 3)
	Benchmark 4.7	Benchmark 4.7	Benchmark 4.7	Benchmark 4.4			Benchmark 8.5	Benchmark 12.4a
	3. Identify his/her	4. Identify his/her	3. Identify his/her	3. Identify and			3. Identify major contrib-	3. Analyze significance
	tribal member-	tribal member-	tribal member-	describe famous			utions and discoveries	of important people,
	ship, or tribes	ship, or tribes	ship, or tribes	people from Montana			of Indian peoples and	events, and ideas in the
	nearby. (EU 1)	nearby. (EU 1)	nearby. (EU 1)	tribes, (e.g., elders,			tribes, and describe their	major eras/civilizations
				council members,			effects on society.	in the history of Montana
				historical figures).			EU 2, 3, 6)	Indians. (EU 4-7)
				(EU 1, 2, 3, 6)				
								Benchmark 12.6
			Benchmark 4.2				Benchmark 8.4	4. Investigate, interpret,
			4. Know the				4. Identify significant	and analyze the impact
			importance of				events and people and	of multiple historical and
			family and tribal				important democratic	contemporary viewpoints,
			relationships.				values (e.g., freedom,	concerning events within a
			(EU 1, 2,6)				equality, privacy) in the	across cultures, major
							major eras/civilizations	world religions, and polit-
							(Colonization Period,	itical systems, especially
							Treaty Period, Allotment	as they relate to American
							Period, Boarding School	Indian cultures (e.g., assi



Pre-K Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grades 7-8	Grades 9-12
							Period, Tribal Reorganiz-	ilation, values, beliefs,
							ation, Termination, Self-	conflicts). (EU 1-7)
							Determination) of Montana	
							American Indians. (EU 2-7)	Benchmark 12.7
							, ,	5. Analyze and illustrate
							Benchmark 8.6	the major issues concern-
							5. Explain how and why	ing history, culture, tribal
							events (for example, the	sovereignty, and current
							Battle of the Little Big	status of the Montana tribes an
							Horn) may be interpreted	bands and American Indians
							differently, according to	(e.g., gambling, artifacts,
							the points of view of par-	repatriation, natural re-
							ticipants, witnesses, re-	sources, language, juris-
							porters, and historians	diction). (EU 1-7)
							(Indians points-of-views,	, , , ,
							roles of women and func-	Benchmark 12.3
							tion in tribal society and	6. Apply ideas, theories and
							structure). (EU 2,3,4,5,6)	methods of inquiry
							, , ,	to analyze historical and
							Benchmark 8.7	contemporary developments
							6. Summarize major issues	as they relate to American
							affecting the history,	issues and formulate and
							culture, tribal sovereignty,	defend recent decisions on
							and current status of the	public policy issues. (EU 4-7)
							Montana Indian tribes (major	
							issues should be deter-	
							mined at the local level;	
							each tribe is identifying	Benchmark 12.5
							their major issues).	7. Analyze both the historical
							(EU 1-7)	impact of technology on
								human values, including
							Benchmark 8.3	American Indian contribut-
							7. Use historical facts and	tions, and how technology
							concepts and apply	shapes problem solving now
							methods of inquiry (e.g.,	and in the future. (EU 1-7)
							primary documents include-	
							ing treaties, acts, con-	Benchmark 12.4b
							stitutions, interviews,	8. Analyze issues using
							comparative accounts,	historical evidence to form
							research) to make informed	and support a reasoned
							decisions as responsible	position (e.g., sovereignty,
							citizens. (EU 3, 4, 5, 6)	freedom, equality, liberty
								and order, region and nation,
								diversity and civic duty). (EU 7)



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